HEQCO Annual Report 2015/16

access

growth

knowledge

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Profile

Established in 2005, the Higher Education Quality Council of Ontario (HEQCO) is an agency of the Government of Ontario that brings evidence-based research to the continued improvement of the province's postsecondary education (PSE) system.

HEQCO influences the key decisions, practices and policies that will guide Ontario's public postsecondary system to national and international leadership, while providing Ontarians with the greatest opportunities for social mobility and economic success.

Three pressing questions guide HEQCO's research activities:

1. How can we improve access to higher education for groups that are underrepresented?
2. Are Ontario students graduating with the knowledge and skills they need to succeed in life and work?
3. How can Ontario provide a high-quality postsecondary education in a period of continued growth and diminishing resources?

HEQCO informs the future of Ontario higher education through evidence-based research; identifies options for solutions to the pressing challenges that face the sector; engages with the world's leading postsecondary research and policy organizations; convenes expertise on key issues in Ontario postsecondary education; and mobilizes knowledge clearly, consistently and effectively with all relevant audiences.

Alastair Summerlee
Chair

Chair's Message

It is an exciting time for postsecondary education in Ontario. Government, institutions, faculty and students are discussing innovative approaches to the challenges facing the system and looking for evidence-based solutions. It is one of many reasons I am pleased to begin serving as Chair of the Board of Directors for the Higher Education Quality Council of Ontario (HEQCO).

As HEQCO approaches a decade of operation, take this opportunity to look back on the significant and important body of work it has produced. Browse through the hundreds of research publications and you will find forward thinking and creative work on who is accessing the postsecondary system, the quality of education our students are receiving and how well our institutions are serving the citizens of Ontario.

This research has informed and guided government policy and provided institutions and faculty with tools and insights for improving higher education for everyone.

It is an honour and a pleasure to become a part of this organization at a critical time as we move forward with an ambitious research agenda for the years to come. In alignment with the needs of the Ministry of Advanced Education and Skills Development (formerly the Ministry of Training, Colleges and Universities), we are going to be examining essential issues for higher education today and tomorrow.

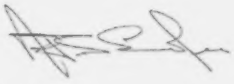
We are examining what can be done to help traditionally under-represented groups access the benefits of a postsecondary education. We cannot assume that students are getting the essential skills they, and employers, feel they need to succeed in the labour market and in life. So we are designing ambitious assessment projects to test for these core skills. We also know resources are tight, and we are exploring solutions for institutions seeking to provide a high quality postsecondary education despite fiscal limitations.

These are difficult challenges, but the staff at HEQCO have the expertise and enthusiasm to address them.

This report is a summary of our past year's activities and I am proud of what it says about HEQCO's commitment to new ideas and the influence its research has had in the postsecondary sector.

To keep up with everything happening at HEQCO please join our mailing list for updates on research, blogs and events.

Alastair Summerlee



Chair

18 initiated in 2015/16

79

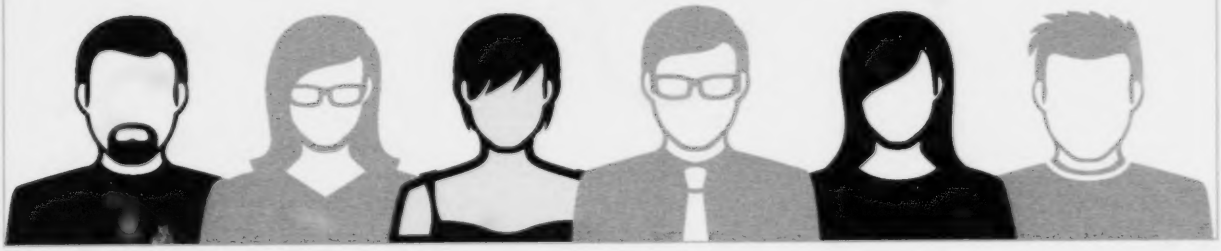
Projects underway

61 were initiated in previous fiscal years

Issued **five** requests for proposals

AWARDED 14 new contracts

For a complete list of projects underway and Requests for Proposals, see Appendices A and B, respectively.



Goal 1

The primacy of independent, high-quality research

HEQCO research contributes to the sustainability of Ontario's postsecondary system

Three key questions guide our research activities:

1 How can we improve access to higher education for groups that are underrepresented?

2 Are Ontario students graduating with the knowledge and skills they need to be successful in life and work?

3 How can Ontario provide a high quality postsecondary education in a period of continued growth and diminishing resources?

The answers to these questions are vital to the future health, quality, reputation and competitiveness of the Ontario postsecondary system. Captured within these questions are HEQCO's research priorities: access, learning outcomes and system design.

In 2015/16, we had 79 projects underway, of which 18 were initiated in 2015/16 and 61 were initiated in previous fiscal years. We issued five Requests for Proposals and awarded 14 new contracts.

For a complete list of projects underway and Requests for Proposals, see Appendices A and B, respectively.

Access/retention

HEQCO's research agenda on access is guided by the Ministry of Advanced Education and Skills Development's five target groups – students who are first-generation, low-income, Aboriginal, have disabilities or are Francophone. Achieving high rates of postsecondary access and attainment is particularly critical for non-traditional and under-represented students and remains a key part of HEQCO's mandate. We have contributed significantly to that agenda by making access-related research a primary focus for much of our history and will continue toward the system goal of equitable access and success for all students.

We remain aligned with the provincial government's mandate for the Ministry – to ensure an accessible, high-quality and sustainable postsecondary education system. We continue to address accessibility by examining the state of recruitment and retention of under-represented groups, in partnership with institutions and organizations that are developing best-practice initiatives – among them the University of Toronto, Queen's University, York University, Mohawk College, Centennial College, the University of Ottawa's Education Policy Research Initiative and the Ontario College of Trades. These partnerships are examining and assessing initiatives to engage, attract and retain under-represented students.

In 2015/16, we initiated four projects on access, including:

- Pathways to Apprenticeship, by the Literacy Network of Durham Region, to create content for a resource to help those who have already decided to pursue apprenticeship and require guidance to identify definitive next steps to enter and complete an apprentice program.

- Long-term Education and Labour Market Impacts from the Future to Discover Project, by the Social Demonstration Research Corporation, to provide further analyses related to the Future to Discover Project by calculating the impact of postsecondary participation on the educational experiences and labour market earnings of the marginal student. In 2004, the Future to Discover Project was initiated to establish how best policy can intervene to help young Canadians achieve optimal education outcomes.

Learning outcomes

There is growing evidence that a focus on learning outcomes has the potential to modernize teaching and learning across the province. Our work in this area will continue, with the system goal of continuous improvement, greater value for money and international leadership in quality.

In alignment with the Ministry's mandate to improve the consistency and availability of institution-level and system-level outcome measures, HEQCO continues to engage a growing number of Ontario postsecondary institutions and other organizations in the development and assessment of learning outcomes, which have been the focus of six well-subscribed webinars. In addition, an evolving collaboration initiated by the New Brunswick Department of Post-Secondary Education, Training and Labour is enabling HEQCO to apply its leading-edge research on learning outcomes, faculty workload and core skills acquisition, which will be of significant value to Ontario's postsecondary sector as it considers next steps in these key areas. HEQCO's work in piloting an online version of the Programme for the International Assessment of Adult Competencies (PIAAC) in partnership with selected colleges and universities will enable direct measure of value-added learning in key areas of numeracy and literacy. In 2015/16, HEQCO initiated eight projects on learning outcomes quality, including:

- Essential Adult Skills Inventory, by HEQCO, to examine whether students acquire the knowledge and skills they need to be successful in work and life and the degree to which students improve these essential skills from the time they begin their programs to the time they graduate.

- E-Portfolios and Employers, by Durham College, to learn about the perceived value of e-portfolios in the workplace and what skills/experience e-portfolios can effectively illustrate.

HEQCO continues to examine the design of postsecondary education and strategies for greater sustainability.

System design

Led by its extensive work in institutional differentiation and funding models, HEQCO continues to examine the design of postsecondary education and strategies for greater sustainability of institutions and the system. Both research areas figure prominently in the Ministry's Strategic Mandate Agreements with Ontario's postsecondary institutions.

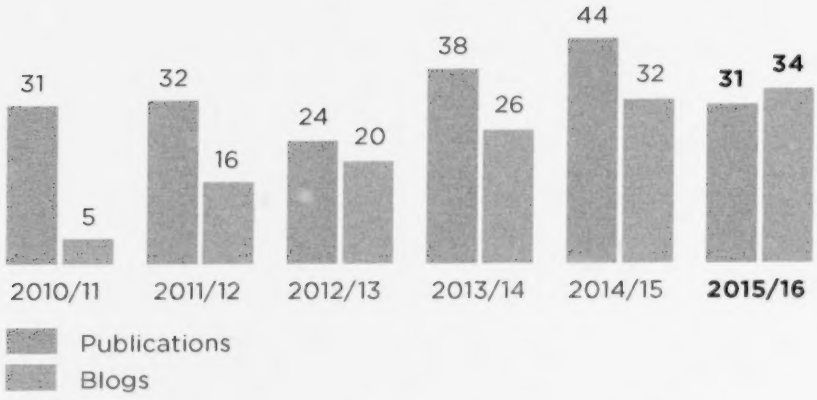
The development and assessment of learning outcomes at the institutional level also has clear links to outcomes-based funding at the system level. As distinct from the historical focus on enrolment, a funding formula that is outcomes based could reinforce institutional differentiation or any other outcome the provincial government seeks from its postsecondary institutions.

HEQCO continues its examination of institutional differentiation, which offers the prospects of higher quality teaching and research programs, more student choice, a globally competitive system and increased financial sustainability.

In 2015/16, HEQCO initiated five projects on system design, including:

- An @ Issue Paper on part-time faculty, by HEQCO, to provide further insight into the experiences of non-full-time faculty at Ontario's colleges and universities.
- Legal Frameworks for Work-Integrated Learning: The Role of Law in Promoting Expansion of Quality WIL Programs, by York University, to understand how work-integrated learning (WIL) interacts with multiple legal frameworks related to work, social security and taxation.

Reports and Blogs Published



Over its 10-year history, HEQCO has amassed the research expertise and evidence base to effectively help shape policy-making in Ontario postsecondary education. As we enter our second decade, HEQCO will focus its research projects and expertise on identifying options for solutions to the pressing challenges that face the sector.

It was a busy year for HEQCO. Not only did we have 79 projects underway, we also published 31 reports and 34 blogs.

Some publications of note include:

- What are Ontario's Universities Doing to Improve Access for Under-represented Groups? by John Doran, Amanda K. Ferguson, Gulam A. Khan, Grace Ryu, Dominic Naimool, Mark D. Hanson and Ruth A. Childs, University of Toronto, finds that colleges and universities across Ontario are engaged in many outreach, recruitment and retention efforts to improve access to postsecondary education for under-represented groups but defining which students are targeted for these programs and which groups institutions are attempting to serve are significant challenges to improving access.
- The Global Competition for International Students as Future Immigrants: The role of Ontario universities in translating government policy into institutional practice by Amira El Masri, York University, Melisa Choubak and Rashelle Litchmore, University of Guelph supervised by Roopa Desai Trilokekar, York University and Saba Safdar, University of Guelph, explores how provincial and national policies to attract international students are acknowledged by universities; the range and types of programs and services for international students; as well as the perceived factors that facilitate or hinder the transition of international students as future

immigrants. The study finds that Ontario is working strategically to make itself the destination of choice for international students but little is known about the international student experience.

- The Language of Learning Outcomes: Definitions and Assessments by Fiona Deller, Sarah Brumwell and Alexandra MacFarlane, HEQCO, explores the current state of learning outcomes assessment through the lens of four classifications: basic cognitive skills, discipline-specific skills, higher-order cognitive skills and transferable skills. The report examines the dynamics of each classification, areas of overlap, and challenges and opportunities they present for postsecondary education.

- Measuring the Economic Impact of Postsecondary Institutions by KPMG LLP, is a high-level introduction to economic impact analysis for the postsecondary education sector, geared to those wishing to measure the economic impacts of their institutions or understand the methods, findings and limitations in studies done elsewhere. The report is based on a review of literature on economic impact methodologies as well as a number of publically available Ontario, Canadian and international economic impact studies, and finds that the basic 'input-output' approach, while relatively simple and inexpensive to undertake, is telling only part of the story – and not the part that's of greatest interest to the public or government decision-makers.

- Design Questions: Funding Models for Ontario by Martin Hicks, HEQCO, examines four funding models that reflect the range potentially available to Ontario: the current enrollment-based model; a fixed share model that is tied to the annual change in the total allocation for the university sector; a re-earnable portion model where a portion of each institution's notional funding share is held back pending measured performance on agreed-upon outcomes; and a competitive marketplace model where institutional shares adjust on competitive performance within the system on one or more measured outcomes. The report finds that measurability of funding model objectives, variations in the model's application and the impact of performance on funding shares need to be identified before detailed design work begins on a model that meets the province's needs.

For a complete list of reports and blogs we published in 2015/16, see Appendix C.

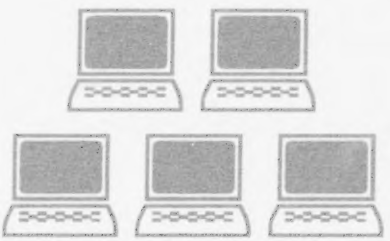
CONVENED 15 events ON HIGHER education issues

webinars collectively reached over

1,400

participants worldwide

Conducted five webinars throughout the year



For a complete list of events hosted by HEQCO in 2015/16 see Appendix D.

6th annual conference

Transitions: Learning across borders, sectors and silos drew over 400 participants and was our most ambitious conference to date

Goal 2

Sustained engagement with leaders worldwide in higher education research, policy and practice

Many of Ontario's postsecondary challenges are shared by jurisdictions worldwide. By increasing its partnerships and affiliations with world-leading higher education and research organizations, HEQCO helps Ontario harness the best thinking available on issues relevant to postsecondary education.

HEQCO continues to expand its research partnerships

HEQCO established formal research partnerships with the following organizations during the 2015/16 fiscal year:

- Government of New Brunswick, higher education system
- Holland College, learning outcomes
- McMaster University and the University of Toronto, study on how students use their time

And continued to work with these organizations through partnerships initiated in previous fiscal years:

- Education Policy Research Initiative, labour market outcomes
- Ontario College of Trades, development of a resource guide for prospective apprentices
- Ontario Council on Articulation and Transfer, study and application of learning outcomes
- People for Education, defining and measuring educational quality ("Measuring What Matters" project)

HEQCO extends its reach beyond its borders

In 2015/16, we convened 15 events on higher education issues. Events focused on topics such as enrolment and funding, college research, access, learning outcomes and more.

HEQCO's 6th annual conference crossed borders, sectors and silos for the best thinking on how our education sectors could work together to improve educational access, enhance quality and ensure that Canadians have the knowledge and skills they need for success. Through our research, we've found that issues that affect our postsecondary system in Ontario not only transcend sectors but also provincial and

Presentations

national borders. With over 400 participants, Transitions was HEQCO's most ambitious conference to date. Speakers and participants came from K-12, PSE and beyond as well as from across Canada and internationally. We'd like to thank our generous partners, whom without their support, the conference wouldn't have been possible: Pearson Canada, Academica Group and TD Bank Group.

During the 2015/16 year, we continued to explore ways to extend our reach internationally. We conducted five webinars throughout the year and continued our three-part series, Measuring matters: Assessing learning outcomes in higher education. Panels of experts discussed the importance of creating a common language when designing and assessing learning outcomes and choosing the right tools for assessment. There was so much appetite after the series concluded that we initiated another three-part series called the Challenges of assessing learning outcomes in higher education. Topics discussed included faculty engagement, assessing the student experience and the challenges of assessing critical thinking. The webinars collectively reached over 1,400 participants worldwide.

HEQCO continued its "lunch and learn" series strengthening our relationships with organizations and institutions involved in work relevant to our research.

For a complete list of events hosted by HEQCO in 2015/16, see Appendix D.

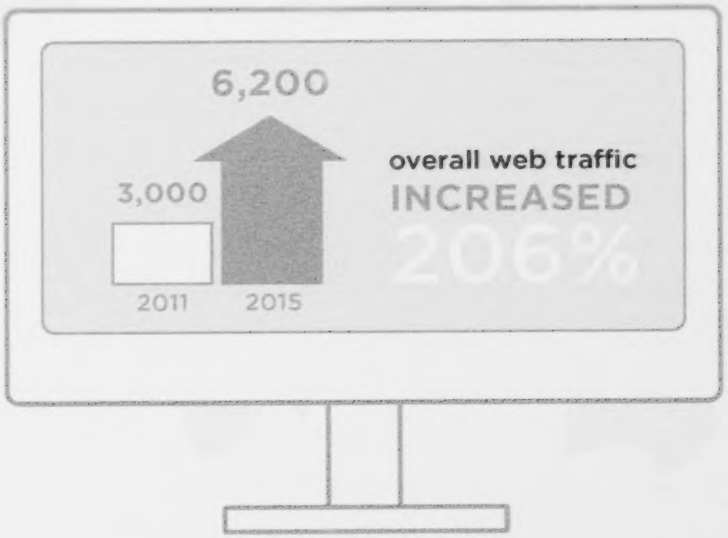
HEQCO presents at educational conferences

Presentations by senior executives and staff are increasing steadily, with more than 70 in the last fiscal year. Most speaking engagements took place in Ontario, with some in other parts of Canada and a handful around the world.

For a complete list of speaking engagements in 2015/16, see Appendix E.

Presentations by senior executives and staff are increasing steadily, with more than 70 in the last fiscal year.

More than half of the followers are from the United States. National audience continues to expand, with 20% of Canadian traffic coming from outside Ontario, led by British Columbia, Quebec and Alberta.



More than **10%**
of HEQCO WEB TRAFFIC
IS INTERNATIONAL

e-subscribers

51% over half associated with the university sector

29% almost a third with the college sector

20% government industry/ business, K-12 and media

Twitter audience has increased 127%

Facebook audience remains constant at 335 followers

Goal 3

Accessible and meaningful communication

HEQCO is committed to new ideas and the influence its research has had in the postsecondary sector.

AODA compliance

At HEQCO, we are committed to meeting the needs of people with disabilities in a timely manner, and have done so by preventing and removing barriers to accessibility as well as meeting requirements under the Accessibility for Ontarians with Disabilities Act (AODA). As of January 1, 2015, HEQCO is fully compliant with the AODA.

Web, social media and mailing list reflects sustained growth

Our web and social media analysis reflects not only sustained growth in dedicated followers here in Ontario, but also an emerging national and international audience. More than 10% of HEQCO's web traffic is international, with more than half of that from the United States. National audience continues to expand, with 20% of Canadian traffic coming from outside Ontario, led by British Columbia, Quebec and Alberta. Overall web traffic has increased from 3,000 average visits in 2011 to 6,200 in 2015.

Our Twitter audience has grown from approximately 1,800 in 2014/15 to just over 2,300 in 2015/16. Our Facebook audience remains constant at 335 followers.

The core audience for HEQCO is its e-subscribers to our weekly research, news and event updates, now numbering 3,000. Just over half are associated with the university sector, almost a third with the college sector. The remainder comprise government, industry/business, K-12 and media.

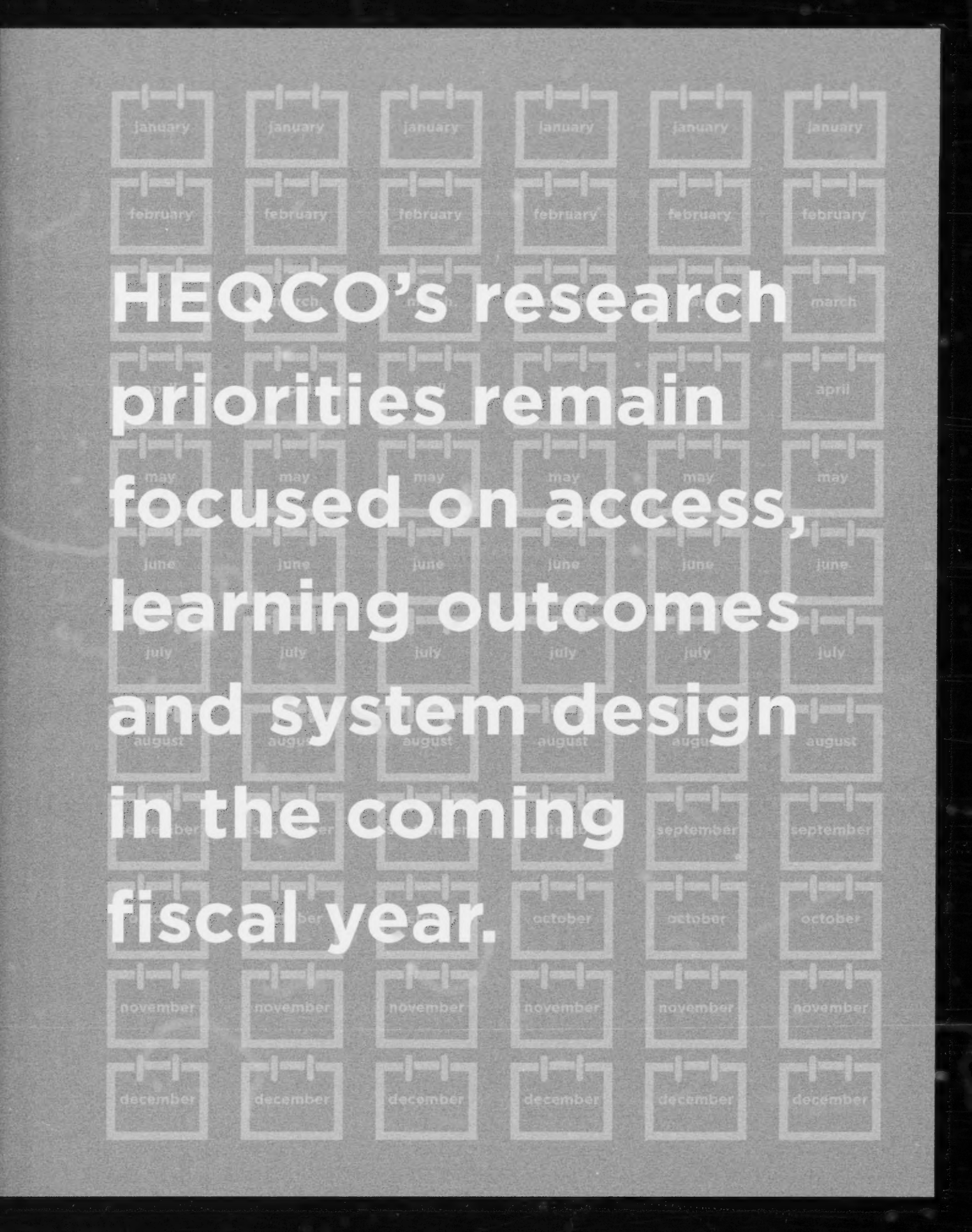
Outlook for 2016/17

HEQCO's research priorities remain focused on access, learning outcomes and system design.

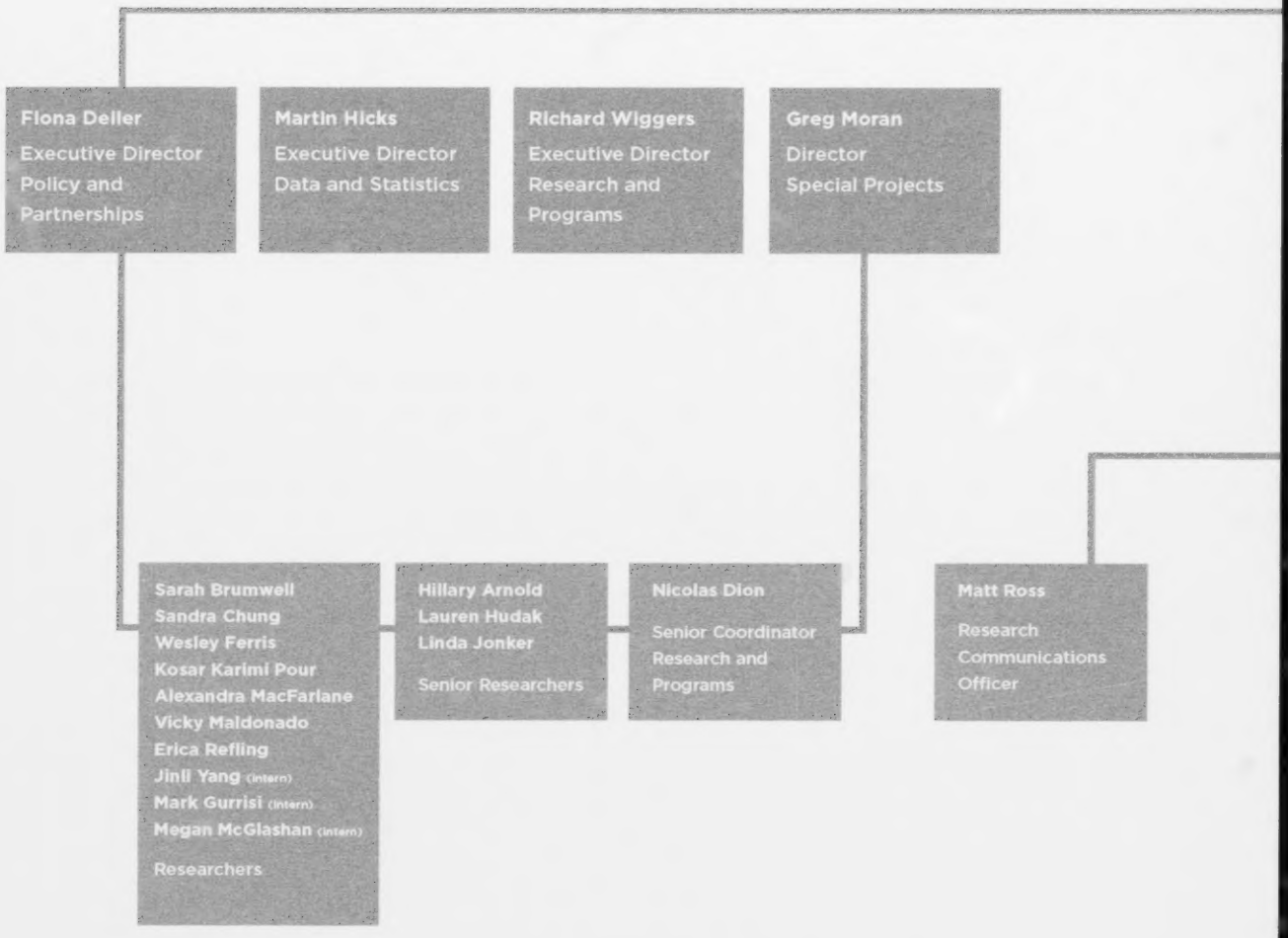
The coming fiscal year will include projects on what institutions are doing to increase access and success of under-represented groups; what skills and competencies students should acquire in postsecondary education and how to measure these skills; how to credential skills and competencies in ways that go beyond the traditional transcript; whether students who have acquired essential skills are doing better in the workplace; how performance should be used to steer, govern or fund institutions within the system; and how we could assess and increase the sustainability of institutions in the system.

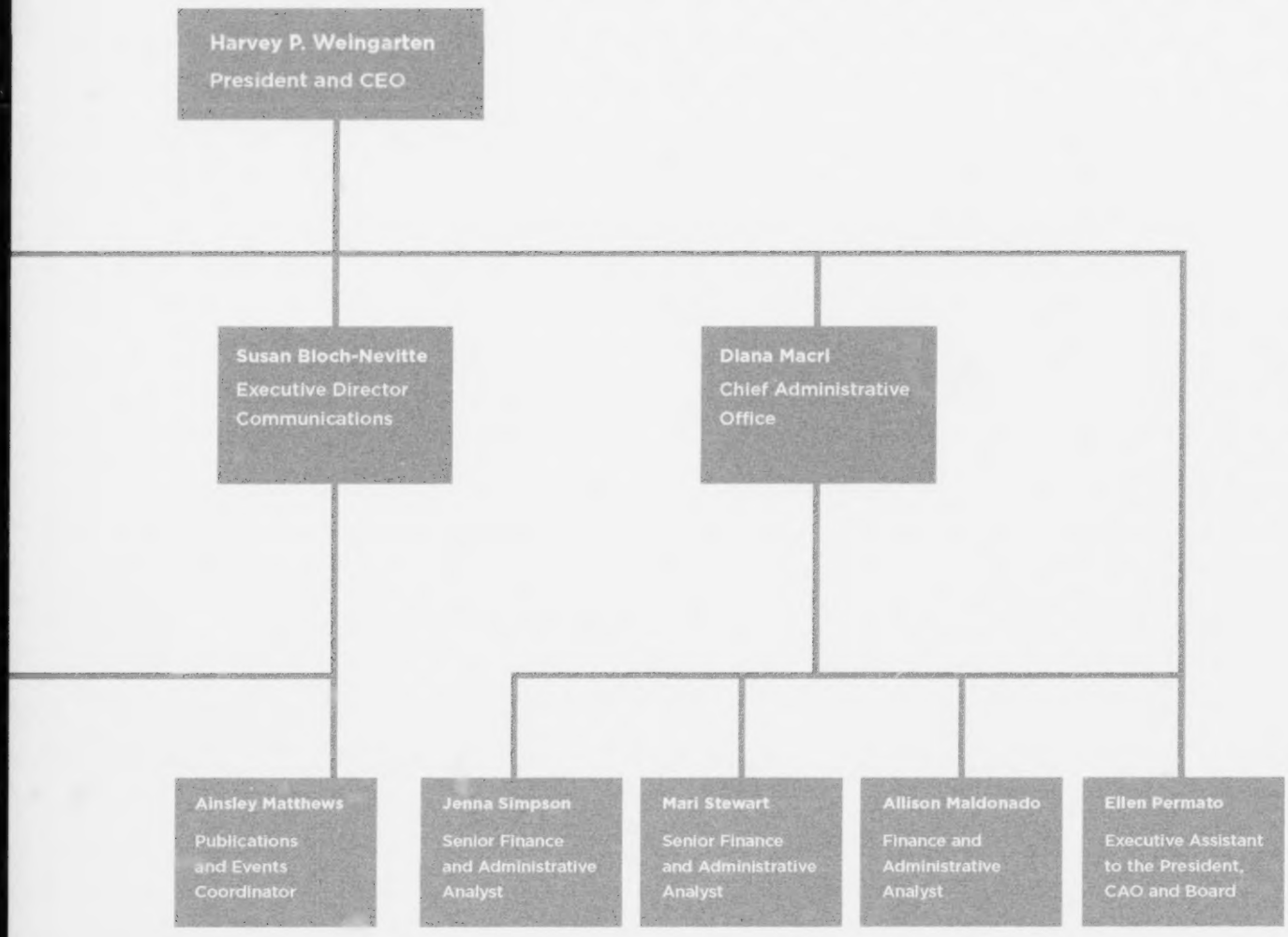
Mandate Review

A mandate review was initiated in 2015/16 by the Standing Committee on Government Agencies. The results are expected in early 2016/17.


HEQCO's research priorities remain focused on access, learning outcomes and system design in the coming fiscal year.

We are HEQCO


Fiona Deller
Executive Director
Policy and
Partnerships
Martin Hicks
Executive Director
Data and Statistics
Richard Wiggers
Executive Director
Research and
Programs
Greg Moran
Director
Special Projects
Sarah Brumwell
Sandra Chung
Wesley Ferris
Kosar Karimi Pour
Alexandra MacFarlane
Vicky Maldonado
Erica Refling
Jinli Yang (intern)
Mark Gurrisi (intern)
Megan McGlashan (intern)
Researchers
Hillary Arnold
Lauren Hudak
Linda Jonker
Senior Researchers
Nicolas Dion
Senior Coordinator
Research and
Programs
Matt Ross
Research
Communications
Officer

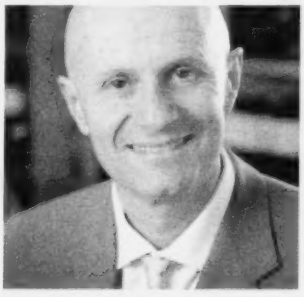

Harvey P. Weingarten
President and CEO
Susan Bloch-Nevitte
Executive Director
Communications
Diana Macri
Chief Administrative
Office
Ainsley Matthews
Publications
and Events
Coordinator
Jenna Simpson
Senior Finance
and Administrative
Analyst
Mari Stewart
Senior Finance
and Administrative
Analyst
Allison Maldonado
Finance and
Administrative
Analyst
Ellen Permato
Executive Assistant
to the President,
CAO and Board

Board of Directors

HEQCO's board of directors is responsible for setting the overall strategic direction of the Council and ensuring that Council activities remain firmly aligned with its mandate. To meet these responsibilities, the board works closely with management to develop and approve the organization's annual business plan and budget. Board members are appointed by the Lieutenant Governor in Council pursuant to the Higher Education Quality Council of Ontario Act, 2005.

2015/16 brought changes to HEQCO's board of directors. We welcomed new chair Alastair Summerlee as well as board member Leslie Church and we bid farewell to long-standing member Chris Monahan.

Board members draw upon their distinguished backgrounds in business, academia and government to guide and support the success of HEQCO's initiatives.



Alastair Summerlee
Chair, Board of Directors
Term: 5 October 2015 – 25 September 2018

Alastair Summerlee was appointed chair of HEQCO's board of directors in October 2015 and is serving a three-year term. He is the former president of the University of Guelph, a position he held from 2003 to 2014. He joined the University of Guelph faculty in 1988 as a professor in biomedical sciences, was named associate dean of the Ontario Veterinary College in 1992, dean of graduate studies in 1995, associate vice-president academic in 1999 and provost and vice-president academic in 2000. As the University of Guelph's seventh president, he emphasized civic engagement and voluntarism, passions that are reflected in his current work as executive director of Fund the Food, an initiative to address hunger and poverty at home and abroad, and work in the refugee camps. He also chairs the advisory board of Auburn University's Hunger Solutions Institute. He received his BSC (hons) in anatomy, neurobiology and neurosciences, and his PhD in medical clinical sciences from the University of Bristol.

Cindy Dundon Hazell
Interim Chair, Board of Directors
Term: 18 August 2014 – 5 October 2015

Member, Board of Directors
Term: 23 January 2013 – 22 January 2014
Reappointment: 23 January 2014 – 22 January 2017

Cindy Dundon Hazell, professor emeritus at Seneca College, was the college's vice president academic from 2001 to 2012. She joined the faculty at Seneca in 1980 and has since served as chair (Centre for Independent Learning), dean of continuing education, dean of business and, most recently, as the college's senior vice president. She has served on numerous internal and external committees, including two provincial negotiating teams for the Ontario Council of Regents. She is a past chair and treasurer of the Ontario Colleges' Coordinating Committee of Vice-Presidents Academic; past chair, Heads of Business; past chair, Heads of Continuing Education; and past chair, Vice-Presidents Academic, Polytechnics Canada. She serves as a director for the Ontario Council for Articulation and Transfer (ONCAT) Board. She holds an Honours Bachelor of Commerce, a Master of Education (higher education), and is currently pursuing her PhD in higher education at the Ontario Institute for Studies in Education/University of Toronto, with a focus on system design.

Leslie Church,
Member, Board of Directors
Term: 21 October 2015 –
20 October 2017

Leslie Church is chief of staff for Minister of Canadian Heritage Mélanie Joly. Prior to her appointment, she was the head of global communications and public affairs for Google Canada. A graduate of the London School of Economics and the University of Toronto's Faculty of Law, she served as vice-chair of Ontario's Open Government Engagement Team in 2013-14, with a focus on providing recommendations on open data, access to information and civic engagement. She is a long-time advocate for higher education and has contributed to organizations including the Canadian Millennium Scholarship Foundation, University of Toronto's Faculty of Medicine and the Ontario Undergraduate Student Alliance. She was a panel member of the Government of Ontario's "Rae Review" of postsecondary education and served on HEQCO's 2012 Strategic Mandate Agreement expert panel.

Michael Hill,
Member, Board of Directors
Term: 11 June 2011 –
10 June 2014
Reappointment: 22 October
2014 – 21 October 2017

Michael Hill was named to the HEQCO board in June 2011 for a three-year term. He is the first president emeritus of Northern College of Applied Arts and Technology and a 30-year veteran of the Canadian community college system. He served as president of Northern College in northeastern Ontario from 1999 to 2009.

Previously, he was president of Northwest Community College in British Columbia. He received his undergraduate degree in psychology from the University of Victoria and his master's in psychology from the University of Manitoba. He is working toward his doctorate in education from Uppsala University, Sweden, where he specializes in structuring and organizing educational offerings in remote and developing regions. In a career dedicated to postsecondary education, Hill was involved in the successful lobby to start a new university in northern British Columbia. In 1991, he was seconded to work with the new University of Northern British Columbia to develop a working model for the regional character of the university. He was a participant in an international group working in service to the Omega University Project in Sweden from 1992 to 1995.

In 1995, he was seconded by the Government of British Columbia to serve as the interim inaugural president and CEO of Royal Roads University. He also served as an advisor to the University of the Highlands and Island Projects in Inverness, Scotland while on sabbatical in 1997/98. In 2001, he was named to the Rural and Remote Colleges Task Force of the Association of Canadian Community Colleges, responsible for improving access to postsecondary education and training in rural and remote Canada to ensure on-going social and economic development.

Denis Mayer,
Member, Board of Directors
Term: 5 January 2015 –
4 January 2017

Denis Mayer, former associate vice president of student affairs at Laurentian University, has been appointed to the board of directors at the Higher Education Quality Council of Ontario (HEQCO) for a two-year term.

Mayer held the student affairs post from 1996 to 2013. Prior to that, he was the director of continuing education at Laurentian, where he was involved in distance and online learning regionally, provincially and nationally. He began his career in continuing education at Canadore College and is a former consultant for the Ministry of Culture and Recreation. He has also served as chair of the board for the Ontario Council for University Lifelong Learning, the Canadian Virtual University and the Canadian Association for Distance Education, as well as a board member of Contact North.

He recently received an honorary membership in the Canadian Association for Continuing University Education and the leadership award from the Canadian Network for Innovation in Education.

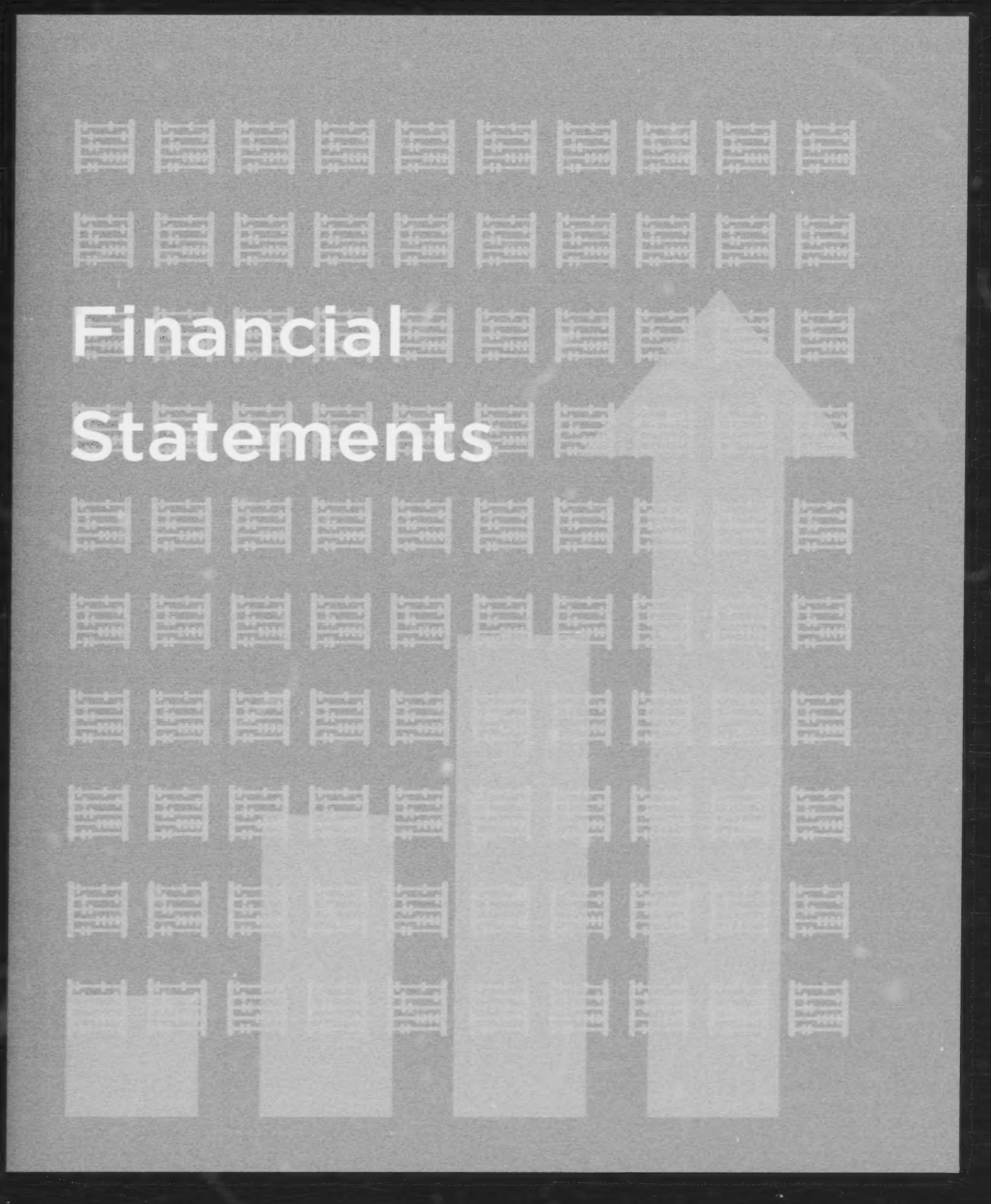
His community service includes volunteering at the Sudbury Chamber of Commerce, United Way-Centraide, World Youth Days, Ontario Summer Games and the Canadian Games for the Physically Disabled. He is completing a PhD in interdisciplinary studies at Laurentian, with a focus on first-generation students.

Mark Stabile,
Member, Board of Directors
Term: 7 August 2013 –
6 August 2016

Mark Stabile is founding director of the School of Public Policy and Governance at the University of Toronto and a professor of business economics and public policy at the Rotman School of Management, University of Toronto. He is also a research associate at the National Bureau of Economic Research, Cambridge, Massachusetts, and a visiting professor at the London School of Economics and Political Science. From 2003-2005 he was the senior policy advisor to the Ontario minister of finance, where he worked on health, education and tax policy. He is the recipient of the Carolyn Tuohy Impact on Public Policy Award, the John Polanyi Prize in economics, and the Harry Johnson Prize from the Canadian Economics Association. His recent work focuses on the economics of child health and development, child mental health, health care financing, and tax policy and health insurance. He has advised the governments of Canada and Ontario, among others, on health care reform and programs to reduce child poverty. He is co-editor of *Exploring Social Insurance: Can a Dose of Europe Cure Canadian Health Care Finance*, published in 2008 by McGill-Queen's University Press. He serves on the advisory board for Canada 2020. Professor Stabile received his PhD from Columbia University and his BA from the University of Toronto.

Chris Monahan,
Member, Board of Directors
(non-voting member)
Term: 30 May 2012 –
11 January 2016

Chris Monahan is director of the Research and Planning Branch at the Ministry of Training, Colleges and Universities. He has worked at the ministry since 2005, and previously held positions at the Ministry of Economic Development and Trade as director of the Business Cluster Policy Secretariat and in the Fiscal Planning Branch at the Ministry of Finance. Originally from Nova Scotia, he is a graduate of the University of Toronto and Yale University.



Financial Statements

Independent Auditors' Report

To the Board of Directors of Higher Education Quality Council of Ontario

We have audited the accompanying financial statements of Higher Education Quality Council of Ontario which comprise the statement of financial position as at March 31, 2016 and the statements of operations, changes in net debt and cash flows for the year then ended and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Higher Education Quality Council of Ontario as at March 31, 2016, and the results of its operations, its remeasurement gains and losses, changes in its net debt and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Other matter

The financial statements of the Higher Education Quality Council of Ontario for the year ended March 31, 2015 were audited by another auditor who expressed an unmodified opinion on those statements on May 26, 2015.

Collins Barrow Toronto LLP

Chartered Professional Accountants
Licensed Public Accountants
May 19, 2016
Toronto, Ontario

Statement of Financial Position

As at March 31, 2016	2016	2015
Financial Assets		
Cash	$ 856,181	$ 1,183,561
HST receivable	59,232	52,994
Accounts receivable	–	422
Interest receivable	582	1,044
	915,995	1,238,021
Liabilities		
Accounts payable and accrued liabilities	942,417	1,203,359
Due to Ministry of Training, Colleges and Universities (Note 3)	10,083	69,282
Deferred capital contributions (Note 4)	124,808	147,202
	1,077,308	1,419,843
Net Debt	(161,313)	(181,822)
Non Financial Assets		
Tangible capital assets (Note 5)	124,808	147,202
Prepaid expenses	36,505	34,620
	161,313	181,822
Accumulated Surplus	$ –	$ –

Commitments (Note 8)

Approved by the Board

Director

Director

Statement of Operations

Year Ended March 31, 2016	Budget 2016	Actual 2016	Actual 2015
Revenue			
Provincial funding	$ 4,955,000	$ 4,924,977	$ 4,872,122
Amortization of deferred capital contributions (Note 4)	82,160	87,334	62,082
Interest income	10,550	5,337	10,549
	5,047,710	5,017,648	4,944,753
Expenses (Note 6)			
Governance	543,642	566,057	540,760
Research	4,342,040	4,292,190	4,203,539
Administration	162,028	159,401	200,454
	5,047,710	5,017,648	4,944,753
Surplus for the year	-	-	-
Accumulated surplus, beginning of year	-	-	-
Accumulated surplus, end of year	$ -	$ -	$ -

Statement of Changes in Net Debt

Year Ended March 31, 2016	Budget 2016	Actual 2016	Actual 2015
Net debt, beginning of year	$ 181,822	$ 181,822	$ 221,237
Acquisition of tangible capital assets	45,000	64,940	58,596
Amortization of tangible capital assets	(82,160)	(87,334)	(62,082)
Disposition of tangible capital assets	-	11,519	5,600
Other adjustments - prepaid expenses	-	1,885	(35,929)
Writeoff of tangible capital assets	-	(11,519)	(5,600)
Net debt, end of year	$ 144,662	$ 161,313	$ 181,822

Statement of Cash Flows

Year Ended March 31, 2016	2016	2015
Cash provided by (used in)		
Operating activities		
Surplus for the year	$ -	$ -
Items not affecting cash		
Amortization of deferred capital contributions	(87,334)	(62,082)
Amortization of tangible capital assets	87,334	62,082
Net changes in non-cash working capital		
HST receivable	(6,238)	(26,369)
Interest receivable	462	(225)
Accounts receivable	422	(422)
Prepaid expenses	(1,885)	35,929
Accounts payable and accrued liabilities	(260,942)	209,150
Due to Ministry of Training, Colleges and Universities	(59,199)	22,644
	(327,380)	240,707
Capital activities		
Acquisition of tangible capital assets	(64,940)	(58,596)
Financing activities		
Contributions for purchase of tangible capital assets	64,940	58,596
Increase (decrease) in cash for the year	(327,380)	240,707
Cash, beginning of year	1,183,561	942,854
Cash, end of year	$ 856,181	$ 1,183,561

1 The Organization

Formation and Status

The authority to create the Higher Education Quality Council of Ontario (the "Council") was established in the Higher Education Quality Council of Ontario Act, 2005 (the "Act"). The Council is a Crown Agency of the Ministry of Training, Colleges and Universities ("MTCU") and is classified as an operational services agency.

The Higher Education Quality Council is a corporation without share capital and is not subject to the Corporations Act or the Corporation Information Act. The Council is subject to section 132, subsection 134(1) and section 136 of The Business Corporations Act. As an agent of the Crown, the Council is not subject to income tax.

The Council is, and exercises its powers only as an agent of the Crown. Limits on the Council's ability to undertake certain activities are set out in both the Act and The Memorandum of Understanding between the Council and MTCU dated December 6, 2006 and as renewed in
The Memorandum of Understanding dated January 9, 2013.

Council Operations

The objective of the Council is to assist the Minister of Training, Colleges and Universities in improving all aspects of the post-secondary education sector, including improving the quality of education provided in the sector, access to post-secondary education and accountability of post-secondary educational institutions.

The Council is governed by a Board of Directors who is appointed by Order-in-Council.

2 Summary of Significant Accounting Policies

The financial statements of the Higher Education Quality Council of Ontario are the representations of management prepared in accordance with Canadian generally accepted accounting principles established by the Public Sector Accounting Board. No statement of remeasurement gains or losses has been presented as no remeasurement gains or losses have occurred during the year.

Accounting policies followed by the Council are as follows:

Accrual Basis of Accounting

Revenue and expenses are reported on the accrual basis of accounting. The accrual basis of accounting recognizes revenues in the year in which the transactions or events occurred that give rise to the revenue; expenses are recognized in the year the goods or services are acquired, a legal liability is incurred or transfers are due.

Government Transfer Payments

The Council is funded solely by the Province of Ontario in accordance with budget arrangements established by MTCU. These financial statements reflect agreed funding arrangements approved by the MTCU.

Government transfer payments from the MTCU are recognized in the financial statements in the year in which the payment is authorized and the events giving rise to the transfer occur, performance criteria are met, and reasonable estimates of the amount can be made.

Allocation of Expenses

The Council engages in providing research, support and advocacy for improvement of all aspects of the postsecondary education sector. The cost of each object includes salaries and benefits, research activities, consulting contracts and other operating expenses that are directly related to providing the services. Salaries and benefits are allocated to governance, research and administration based on the activity to which they relate or benefit. Research related contracts and projects have been allocated to research. Other operating expenses have been charged to governance, research and administration based on head count at year-end.

Deferred Contributions

Certain amounts, including transfer payments from the MTCU, are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the completion of specific work. Funding is only recognized as revenue in the fiscal year the related expenses are incurred or services performed.

Any amounts received that are used to fund the acquisition of tangible capital assets are recorded as deferred capital contributions and are recognized over the useful life of the asset reflective of the provision of its services. Deferred capital contributions are amortized into revenue in accordance with the amortization policy applied to the related capital asset recorded.

Tangible Capital Assets

Tangible capital assets are recorded at historical cost. The cost of tangible capital assets contributed is recorded at the estimated fair value on the date of contribution. Where an estimate of fair value cannot be made, the tangible capital asset would be recognized at nominal value.

Maintenance and repair costs are recognized as an expense when incurred. Betterments or improvements that significantly increase or prolong the service life or capacity of a tangible capital asset are capitalized. Computer software licence fees are recognized as an expense when incurred.

Tangible capital assets are stated at cost less accumulated amortization. Tangible capital assets are amortized on a straight-line basis over their estimated useful lives as follows:

Computer equipment	3 years
Furniture and equipment	5 years
Leasehold improvements	life of lease

Expenditures for tangible capital assets that are less than $1,000 are expensed as incurred.

The Council reviews the carrying amount, amortization and useful lives of its capital assets regularly. If the capital asset no longer has any long term service potential to the Council, the excess of the net carrying amount over any residual value is recognized as an expense in the statement of operations.

Financial Assets and Liabilities

The Council initially measures its financial assets and liabilities at fair value. The Council subsequently measures all its financial assets and financial liabilities at amortized cost. Changes in fair value are recognized in the statement of operations.

Financial assets measured at amortized cost include cash, accounts receivable and interest receivable. Financial liabilities measured at amortized cost include accounts payable and accrued liabilities.

Leases and Rent Expense

Leases are accounted for as operating leases wherein rental payments are initially recorded in the statement of operations and are adjusted to a straight-line basis over the term of the related lease. The difference between the straight-line rent expense and the rental payments, as stipulated under the lease agreement, is included in accounts payable and accrued liabilities.

Use of Estimates

The preparation of these financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates. Estimates relate primarily to accruals for research contracts and amortization of tangible capital assets and related amortization of capital contributions, which are based on the estimated useful lives of the tangible capital assets.

3 Due to the Ministry of Training, Colleges and Universities

In accordance with the Council's Memorandum of Understanding, funding received in excess of expenditures may be required to be repaid and is recorded as due to MTCU.

4 Deferred Capital Contributions

During the year, the Council utilized $64,940 (2015 – $58,596) of its MTCU funding for additional capital asset purchases. The MTCU funds used to purchase these capital assets have been included as part of deferred capital contributions and are to be amortized into revenue on the same basis as the amortization of the purchased assets.

		2016		2015
Balance, beginning of year	$	147,202	$	150,688
Contributions received		64,940		58,596
Less: amounts recognized in revenue		87,334		(62,082)
Balance, end of year	$	124,808	$	147,202

5 Tangible Capital Assets

Cost	Computer Equipment	Leasehold Improvements	Furniture and Equipment	Total 2016	Total 2015
Balance, beginning of the year	$ 208,245	$ 888,067	$ 101,534	$ 1,197,846	$ 1,144,850
Additions	-	25,304	39,636	64,940	58,596
Dispositions	-	(11,519)	-	(11,519)	(5,600)
Balance, end of year	$ 208,245	$ 901,852	$ 141,170	$ 1,251,267	$ 1,197,846

Accumulated Amortization	Computer Equipment	Leasehold Improvements	Furniture and Equipment	Total 2016	Total 2015
Balance, beginning of the year	$ 165,337	$ 809,169	$ 76,138	$ 1,050,644	$ 994,162
Additions	24,477	46,797	16,060	87,334	62,082
Dispositions	-	(11,519)	-	(11,519)	(5,600)
Balance, end of year	$ 189,814	$ 844,447	$ 92,198	$ 1,126,459	$ 1,050,644
Net book value	$ 18,431	$ 57,405	$ 48,972	$ 124,808	$ 147,202

6 Expenses by Object

	Governance	Research	Administration	Total 2016	Total 2015
Salaries and benefits	$ 451,901	$ 1,943,500	$ 135,291	$ 2,530,692	$ 2,430,070
Research activities	-	1,708,154	-	1,708,154	1,763,199
Other operating expenses	114,156	640,536	24,110	778,802	751,484
	$ 566,057	$ 4,292,190	$ 159,401	$ 5,017,648	$ 4,944,753

7 Pension Agreements

The Council makes contributions on behalf of its staff to the Public Service Pension Plan administered by the Ontario Pension Board, which is a multi-employer plan. The plan is a defined benefit plan, which specifies the amount of the retirement benefit to be received by the employees based on the length of service and rates of pay.

The contribution rates in 2015/2016 were 6.4% of the Year's Maximum Pensionable Earnings ("YMPE") plus 9.5% on earnings above the YMPE.

Contributions in the amount of $116,097 (2015 – $101,355) are included in expenses in the statement of operations, and $19,982 (2015 – $17,063) is included in accounts payable and accrued liabilities.

8 Lease Obligations and Other Commitments

The Council entered into a lease of 7,670 rentable square feet of office space on the 24th floor of 1 Yonge Street, Toronto, negotiated by the Ontario Realty Corporation, for a term of five years beginning on May 15, 2007. Rentable square feet increased to 7,717 as a result of the landlord's improvements to meet requirements in the Council's lease. Rent is payable monthly.

The Council renewed the lease for an additional five years commencing May 15, 2012 and expiring on May 14, 2017. The new net rate is $17.00 per square foot ($15.00 per square foot for May 2007 – May 2012).

Minimum lease payments under operating leases are as follows:

		Rent		Equipment
2016 – 2017	$	131,189	$	5,129
2017 – 2018		16,399		5,129
2018 – 2019		-		5,129
2019 – 2020		-		4,701
	$	147,588	$	20,088

The gross rent rate is $35.30 per square foot or $272,410 for the period from January 1, 2016 to December 31, 2016

Contractual Obligations

The Council has signed multi-year contracts with academic researchers where deliverables and payments are due over several years up to 2020. The amounts for research services have yet to be provided and are as follows:

2016 – 2017	$	558,444
2017 – 2018		222,325
2018 – 2019		104,243
2019 – 2020		25,004
	$	910,016

Appendix

Appendix A: Projects underway in 2015/16

The following projects were currently ongoing or initiated in the 2015/16 fiscal year.

Projects initiated in 2015/16		
No	Project Name	Principal Investigator
1	@ Issue Paper – Part-time Faculty	Higher Education Quality Council of Ontario
2	The Aging of Ontario's Faculty and its Implications on Sustainability and Productivity	Higher Education Quality Council of Ontario
3	Contingent Faculty Careers and Cultures in Ontario's Colleges and Universities: A Qualitative Research Follow-Up Study of HEQCO's 2015 Contingent Faculty Survey	University of Toronto
4	E-Portfolios and Employers	Durham College
5	Essential Adult Skills Initiative	Higher Education Quality Council of Ontario
6	Framework for visual analytics of learning outcomes data to support institutional and program improvement	Queen's University
7	Learning Outcomes Assessment Resource Library	Higher Education Quality Council of Ontario
8	Legal Frameworks for Work Integrated Learning: The Role of Law in Promoting Expansion of Quality WIL Programs	York University
9	Literacy at the Postsecondary Level	Higher Education Quality Council of Ontario
10	Long-term Education and Labour Market Impacts from the Future to Discover Project	Social Research and Demonstration Corporation
11	Measuring Resilience as an Education Outcome	Social Research and Demonstration Corporation
12	Pathways to Apprenticeship	Literacy Network of Durham Region
13	Postsecondary and Adult Workplace Skills Project	Higher Education Quality Council of Ontario
14	Postsecondary Output and Labour Market Uptake in Regulated Professional Programs	Prism Economics and Analysis
15	Promising Practices: Increasing and Supporting Participation for Aboriginal Students in Ontario- Update of 2010 Report	R.A. Malatest and Associates

Projects initiated in 2015/16		
No	Project Name	Principal Investigator
16	Providing High-Quality Postsecondary Education in the Face of Labour Disputes in the Ontario University System: Learning from the Past, Preparing for the Future	Centre for Addiction and Mental Health
17	Utilizing the Aboriginal Learning Outcomes to assess the global citizenship of learners, phase one: Creation of a critical thinking assessment tool that is culturally-relevant	Confederation College
18	What's the Story? Media coverage of PSE in Canada	University of Toronto

Ongoing Projects from Previous Fiscal Years		
No	Project Name	Principal Investigator
1	@ Issue Paper - Pitfalls and Potential: Lessons from HEQCO-Funded Research on Technology-Enhanced Instruction; published	Seneca College
2	@ Issue - Work and Learning	Higher Education Quality Council of Ontario
3	Affiliated and Federated Universities as Sources of Differentiation; published	David Trick and Associates
4	Apprenticeship Resource Guide	Higher Education Quality Council of Ontario
5	Building Capacity to Measure Essential Employability Skills	George Brown College
6	Closing the Design Loop in First-year Engineering: Modelling and Simulation for Iterative Design; published	McMaster University
7	College-University Student Movement Description and Analysis	York University
8	Cross-Disciplinary Collaborative Course Design: Successes and Challenges from an Implementation at OCAD University; published	OCAD University
9	The Current State of Learning Outcomes Assessment	Higher Education Quality Council of Ontario
10	Develop rubric to assess skills in a college-wide application	Humber College
11	Development of Analytic Rubrics for Learning Outcomes Assessment	University of Toronto

Ongoing Projects from Previous Fiscal Years		
No	Project Name	Principal Investigator
12	Discovering the Benefits of a First-Year Experience Program for At-Risk Students Quantitative Follow-up Analysis; published	Lakehead University
13	Disrupting the Norms: Towards new understandings of persistence and success in postsecondary education	Humber College
14	Durham College Student Success ePortfolio: Essential Employability Skills Project	Durham College
15	Early Identification and Support Programs for Students at Risk of not completing their Programs: York University/ Carleton University	York University
16	The Effectiveness of Tutorials in Large Classes: Do they matter?; published	McMaster University
17	The Effects of Developmental Communication Instruction on Language Skills and Persistence at Four Ontario Colleges; published	Mohawk College
18	The Effects of Long-Term Systematic Educational Development on the Beliefs and Attitudes of University Teachers; published	University of Windsor
19	The Effects of the Inverted Classroom Approach: Student Behaviours, Perceptions and Learning Outcomes; published	University of Toronto
20	Evaluating the Effectiveness of Modified Peer Instruction in Large Introductory Physics Classes; published	Ryerson University
21	Evaluating Re-entry Pathway Programs into University for Students from Under-represented Populations	York University
22	Experience Sampling and Diary Application for Pilot Student Time-Use Study; completed	MetricWire
23	Exploring the Keys to Transformation in Postsecondary Access and Retention: Pathways to Meaningful Work and Lives for Youth from Underserved Neighbourhoods	Centennial College
24	The Faculty of Arts and Social Sciences Mentor Program; published	University of Windsor
25	The Global Competition for International Students as Future Immigrants: The Role of Ontario Universities in Translating Government Policy into Institutional Practice; published	York University and University of Guelph

Ongoing Projects from Previous Fiscal Years		
No	Project Name	Principal Investigator
26	A Historical Analysis of HEQCO-Commissioned Research; completed	Academica Group
27	How Much Do Students Remember Over Time? Longitudinal Knowledge Retention in Traditional versus Accelerated Learning Environments; published	Brock University
28	Hybrid Delivery of College Instruction in the Skilled Trades: Supporting Apprenticeship Completion; published	Durham College
29	If You Build It, Will They Come? An Evaluation of Whiteboard, a Networked Academic Profiles Project; published	University of Toronto
30	The Impact of Multiple Electronic Learning Resources on Student Academic Performance; published	Carleton University
31	Innovative Practicum Models in Teacher Education: The Benefits, Challenges and Implementation Implications of Peer Mentorship, Service Learning and International Practicum Placements; published	Nipissing University
32	International Students in Ontario's Postsecondary Education System, 2000-2012: An evaluation of changing policies, populations and labour market entry processes; published	Wilfrid Laurier University
33	An Internet-Based Prevention: Program to Promote the Academic Success of Students (PASS)	University of Ottawa
34	The Language of Learning Outcomes: Definitions and Assessments	Higher Education Quality Council of Ontario
35	Learning outcomes assessment and program improvement at Queen's University	Queen's University
36	Location Sampling and Diary Application for Pilot Student Time-Use Study; completed	Chronos Mobile Technologies
37	Measuring the Economic Impact of Postsecondary Institutions; published	KPMG LLP
38	National Taskforce on the Experiences of Graduate Students	Higher Education Quality Council of Ontario
39	National Transcript and Transfer Standards Guide	Association of Registrars of the Universities and Colleges of Canada

Ongoing Projects from Previous Fiscal Years		
No	Project Name	Principal Investigator
40	Ontario's PhD Graduates from 2009: Where are they now?	Higher Education Quality Council of Ontario
41	Outcomes-based Education Initiatives in Ontario postsecondary education: Case Studies; published	University of Toronto
42	A pilot project for the development of an online learning outcome assessment strategy for the University of Guelph	University of Guelph
43	A Practical Guide for Work-integrated Learning: Effective Practices to Enhance the Educational Quality of Structured Work Experiences Offered through Colleges and Universities	University of Toronto
44	Preparing Bachelor of Education Candidates to Teach in Ontario's Northern, Remote, First Nations, Métis and Inuit Communities; published	Laurentian University
45	Q Success: Supporting Under-represented Students in Transition	Queen's University
46	The Recruitment of Under-represented Groups to Ontario Colleges: A Survey of Current Practices; published	University of Windsor
47	Rubric to Assess Skills in a College-wide Application	Humber College
48	Sessional, Part-time and Non-Full-time Faculty at Ontario's Colleges and Universities	Academica Group
49	Social-Belonging Interventions: A Randomized Controlled Trial	University of Waterloo
50	Student Differentiation Project	Higher Education Quality Council of Ontario
51	Student Time-Use Study	Academica Group
52	Students Weigh In National Analysis of Results from the 2013 Canadian Graduate and Professional Student Survey; published	Higher Education Quality Council of Ontario
53	Teacher Candidates' Perceptions of Participating in a Peer Mentorship Practicum Model; published	Nipissing University
54	Teaching Team Effectiveness in Large Classrooms; published	University of Toronto
55	Tri-Council Research Funding Project	Higher Education Quality Council of Ontario

Ongoing Projects from Previous Fiscal Years		
No	Project Name	Principal Investigator
56	Understanding the STEM Path through High School and into University Programs	McMaster University
57	Using Future Authoring to Improve Student Outcomes	Educational Policy Research Initiative
58	Using Predictive Modeling for Students At-Risk of Leaving College to Drive Early Alert & Intrusive Advising Interventions	Mohawk College
59	What are Ontario's Universities Doing to Decrease Underrepresentation?; published	University of Toronto
60	Writers in Action: Modelling and Scaffolding Second-Language Learners' Writing Process; published	University of Ottawa
61	Writing Assignments and Instruction in Ontario Publicly Funded Universities: A Case Study of Three Universities; published	Wilfrid Laurier University

Appendix B: Requests for Proposals Issued in 2015/16

Requests for Proposals Issued in 2015/16	
Title	**Assignment Summary**
15/16-RFP-022 | Policy Research Project	This RFP consisted of three research topics: 1. An analysis of the roles and responsibilities of guidance counsellors in the Ontario public secondary school system. 2. A description and evaluation of how the Canadian media have represented Canadian higher education over the past two decades. 3. Open Topic.
15/16-RFP-023 | Postsecondary Output and Labour Market Uptake in Regulated Professional Programs	Examine enrolment and graduation trends and labour market outcome data for professional programs that lead to self-regulated occupations.
15/16-RFP-024-I | Media Content	Provide, where possible, transcripts of all media coverage of higher education in Canada from 1995 through 2015 (excluding references that are sport related).
15/16-RFP-025-I | Survey Services for Learning Outcomes Assessment Survey	Contact senior administrators at approximately 350 institutions across Canada and invite them to complete the Learning Outcomes Assessment Survey.
15/16-RFP-026 | Data Management for Time-Use	Manage data from the time-use study project including passive GPS data, the result of students occasionally filling in a mobile app diary with their time-use details, and registrar data.

Appendix C: HEQCO Published Research and Blogs in 2015/16

The following research reports and blogs were published in the 2015/16 fiscal year.

Reports	
Title	**Status**
Students Weigh In: National Analysis of Results from the 2013 Canadian Graduate and Professional Student Survey	Published
Building a Sense of Community in Large Sized Classes via Peer and Self Assessment	Published
Outcomes Based Education Initiatives in Ontario Postsecondary Education Case Studies	Published
Understanding the Gender Gap in Postsecondary Education Participation: The Importance of High School Choices and Outcomes	Published
Measuring the Economic Impact of Postsecondary Institutions	Published
The Effects of Developmental Communication Instruction on Language Skills and Persistence at Four Ontario Colleges	Published
@ Issue Paper No. 22 - Pitfalls and Potential: Lessons from HEQCO-Funded Research on Technology-Enhanced Instruction	Published
Preparing Bachelor of Education Candidates to Teach in Ontario's Northern, Remote, First Nations, Métis and Inuit Communities	Published
Cross-Disciplinary Collaborative Course Design: Successes and Challenges from an Implementation at OCAD University	Published
Discovering the Benefits of a First-Year Experience Program for At-Risk Students: Quantitative Follow-up Analysis	Published
The Effectiveness of Tutorials in Large Classes: Do they matter?	Published
Evaluating the Effects of the Faculty of Arts and Social Sciences Mentor Program	Published
The Language of Learning Outcomes: Definitions and Assessments	Published
If You Build It Will They Come? An Evaluation of Whiteboard a Networked Academic Profiles Project	Published
Affiliated and Federated Universities as Sources of University Differentiation	Published
Evaluating the Effectiveness of Modified Peer Instruction in Large Introductory Physics Classes	Published

Reports	
Title	Status
Is there a Best Fit? Assessing Alternative Entrance Pathways into an Undergraduate Degree for Non-Traditional Students at York University	Published
Hybrid Delivery of College Instruction in the Skilled Trades: Supporting Apprenticeship Completion	Published
Writers in Action: Modelling and Scaffolding Second-Language Learners' Writing Process	Published
Writing Assignments and Instruction at Ontario's Publicly Funded Universities: A View from Three Disciplines	Published
Design Questions: Funding Models for Ontario	Published
The Effects of the Inverted Classroom Approach: Student Behaviours, Perceptions and Learning Outcomes	Published
International Students in Ontario's Postsecondary Education System, 2000-2012: An evaluation of changing policies, populations and labour market entry processes	Published
The Global Competition for International Students as Future Immigrants: The role of Ontario universities in translating government policy into institutional practice	Published
The Recruitment of Under-represented Groups to Ontario Colleges: A Survey of Current Practices	Published
What are Ontario's Universities Doing to Improve Access for Under-represented Groups?	Published
The Effects of Long-Term Systematic Educational Development on the Beliefs and Attitudes of University Teachers	Published
Closing the Design Loop in First-year Engineering: Modelling and Simulation for Iterative Design	Published
Teaching Team-effectiveness in Large Classes	Published
Transitions in Postsecondary Education: StudentVu Transitions Survey Results	Published
How Much Do Students Remember Over Time? Longitudinal Knowledge Retention in Traditional versus Accelerated Learning Environments	Published
TOTAL	31

Blogs	
Title	Status
Jennifer Polk – PhD and then what? Life beyond the professoriate	Published
EduData – Colleges closing the international student enrolment gap	Published
EduData – Grad student ratios more diverse in western Canada	Published
HEQCO – University funding: Can a new model improve steering?	Published
EduData – How are learning outcomes being assessed?	Published
Alexandra MacFarlane – The wild west of learning outcomes assessment	Published
Mubeen Ladhani – Hot town, summer in the classroom	Published
Carolyn Crosby – Achieving the math skills that matter	Published
EduData – Canada Learning Bond uptake increasing, but still low	Published
Harvey P. Weingarten – Quality: The final frontier	Published
EduData – Universities should teach logical and analytical thinking, say students	Published
Martin Hicks – Stop (en)Rolling Over	Published
Martin Hicks – Extra, extra, read all about it	Published
EduData – Where do university graduates work in Ontario?	Published
Harvey P. Weingarten – The power of data visualization and personal stories	Published
Martin Hicks – Giving thanks	Published
Marc Gurrisi – Webinar explores learning outcomes beyond the classroom	Published
Harvey Weingarten, Don Drummond, Ross Finnie – Canada Needs a New Skills Agenda	Published
Madeleine Lefebvre – Ryerson's new learning centre is student-centred (and then some)	Published
EduData – Where graduates work, now including college graduates	Published
Barry Fishman and Caitlin Holman – Higher ed grading systems deserve an F	Published
Richard Wiggers – Wanted and coming: Solid, reliable and current info on life after PhD	Published
Karen Young – Tackling mental health issues online and on the ground	Published
Peter Wolf – Learning outcomes for life: intentional, explicit and practiced	Published

Blogs	
Title	Status
Robert H. Seidman – Degree-in-three programs built on competency and assessment	Published
Harvey P. Weingarten – Goals vs. strategies: A postsecondary primer	Published
Tania Sterling – When it comes to learning, K-12 and higher ed more alike than different	Published
Ruby Madigan and Kate Tilleczek – Listening to the voices of youth in transition	Published
Jill Scott – Data collection on student learning, or why I can't paint that door	Published
HEQCO – A triumph of evidence-based decision-making	Published
Alex Rappaport – Please don't stop the music	Published
Greg Moran – No change for no change's sake	Published
Martin Hicks and Fiona Deller – Free Tuition: Neither a pig nor in a poke	Published
Lauren Hudak and Greg Moran – Learning outcomes assessment is no second stringer	Published
TOTAL	34

Appendix D: HEQCO Events in 2015/16

Events in 2015/16		
Name of Event	**Date**	**Location**
Learning Outcomes Assessment Consortium (LOAC) Meeting The six founding LOAC members updated the group on the progress of their individual projects and discussed future knowledge dissemination strategies such as webinars, a LOAC website and the creation of a resource library. The LOAC is a consortium of six postsecondary institutions who are developing and piloting assessment tools and techniques that will be scalable at the institutional level.	April 27, 2015	HEQCO office Toronto, ON
Learning Outcomes Webinar: Common ground: The language of learning outcomes A webinar about the importance of terminology and the value of creating a common language when designing and assessing learning outcomes. This webinar is part of the Measuring matters: Assessing learning outcomes in higher education series.	April 30, 2015	Online
Enrolment and Funding: Recurring Themes in Ontario Higher Education Policy Policy Research Symposium HEQCO joined the Higher Education Group at OISE and the Ministry of Training, Colleges and Universities to address the key policy research issues facing Ontario's postsecondary system including PSE funding incentives and enrollment trends.	May 15, 2015	OISE, University of Toronto Toronto, ON
Learning Outcomes Webinar: Building a better toolkit A webinar about choosing and developing the tools to assess students' achievement of learning outcomes. This webinar is part of the Measuring matters: Assessing learning outcomes in higher education series.	May 28, 2015	Online
Professional Development Meeting Organized in collaboration with the University of Toronto's Career Centre, this event provided interested undergraduate and graduate students with an introduction to HEQCO, the work that is does, and the variety of pathways to a career in public policy.	July 9, 2015	HEQCO office Toronto, ON
Transitions 2016 Conference Advisory Committee Meeting Conference advisory committee met to discuss goals of the conference, potential topics and speakers.	August 27, 2015	HEQCO office Toronto, ON

Events in 2015/16		
Name of Event	Date	Location
Learning Outcomes Webinar: Making the culture shift: Faculty engagement in learning outcomes assessment HEQCO's second and all-new webinar series, The challenges of assessing learning outcomes in higher education, tackles challenges such as how to create a positive culture of assessment among faculty, how to assess what students learn outside of the classroom and provides practitioners with some creative solutions.	September 24, 2015	Online
HEQCO-EPRI Skills Project Workshop The purpose of this meeting was to get important stakeholders (e.g., institutions, funders, etc.) interested in this large research project. The greater context for the project was established and a development framework was discussed.	September 29, 2015	Ottawa, ON
Research in Colleges: Challenges and Opportunities Policy Research Symposium HEQCO joined the Higher Education Group at OISE and the Ministry of Training, Colleges and Universities to explore the development of research in colleges in Canada, Australia and England. It provided an opportunity for institutional leaders and practitioners, policy makers, funding bodies and government agencies to share experiences and learn from each other about how to develop and implement applied research. Each panel consisted of speakers from Canada, Australia and England.	September 30, 2015	OISE, University of Toronto Toronto, ON
Learning Outcomes Assessment Consortium (LOAC) Meeting Members provided updates on the progress of their projects, discussed common challenges, successes and lessons learned from conducting a large scale learning outcomes assessment project. The LOAC is a consortium of six postsecondary institutions who are developing and piloting assessment tools and techniques that will be scalable at the institutional level.	October 5, 2015	HEQCO office Toronto, ON
Access and Retention Consortium (ARC) Meeting This meeting served as a "check-in" point to understand the progress of each project. The discussion also included some thinking into the challenges, successes, and preliminary findings. The ARC is a consortium with six institutions who are administering and evaluating the effectiveness of an intervention intended to positively affect the accessibility of higher education to under-represented groups and/or the persistence of these students in postsecondary education.	October 22, 2015	HEQCO office Toronto, ON

Events in 2015/16		
Name of Event	**Date**	**Location**
Learning Outcomes Webinar: Assessing the student experience: Student affairs learning outcomes This webinar explores why it's important to measure the skills students are developing in co-curricular activities, as learning happens throughout and across students' postsecondary experiences, and is not limited to the classroom. This webinar is part of the Challenges of assessing learning outcomes in higher education series.	October 29, 2015	Online
Professional Development Meeting Organized in collaboration with the University of Toronto's Career Centre, this event provided interested undergraduate and graduate students with an introduction to HEQCO, the work that is does, and the variety of pathways to a career in public policy.	November 10, 2015	HEQCO office Toronto, ON
Learning Outcomes Webinar: The challenges of assessing critical thinking Employers, students and postsecondary institutions are all in agreement that being able to thinking critically is an essential skill in the 21st century. This webinar explores the challenge of teaching and assessing critical thinking. This webinar is part of the Challenges of assessing learning outcomes in higher education series.	November 26, 2015	Online
Transitions: Learning across borders, sectors and silos HEQCO's 6th annual conference crossed borders, sectors and silos on the best thinking in education from K-12, PSE and beyond. This was HEQCO's largest conference to date with three streams, over 30 participants from across the country wand 90 speakers.	March 23-24, 2016	Fairmont Royal York Hotel Toronto, ON

Appendix E: HEQCO Speaking Engagements in 2015/16

Ontario: HEQCO staff gave over 50 presentations within Ontario in 2015/16

1. Wiggers, R. (April 13, 2015) *Workshop: Teaching and Teaching Support*, Educational Developers Caucus (EDC), Institute 2015, York University, Toronto, ON.
2. Wiggers, R. (April 13, 2015) *Lessons Learned from HEQCO's Funded Research*, Applied Research Community of Practice, Education Research & Evaluation Strategy Branch, Ministry of Education, Toronto, ON.
3. Deller, F. (April 14, 2015) *HEQCO update: Learning outcomes assessment*. People for Education Meeting, Toronto, ON.
4. Hudak, L. (April 17, 2015) *Fostering relationships: A deeper look into HEQCO's work and evidence-based research*. Indigenous Peoples Education Circle (IPEC) Meeting, Ottawa, ON.
5. Deller, F. (April 21, 2015) *Break + Remake Learning*. Ontario Research & Innovation Optical Network THINK Create Possibilities Conference, Toronto, ON.
6. Weingarten, H. (May 4, 2015) *Quality Assurance Issues in Ontario*. Canadian Federation of Business School Deans, Toronto, ON.
7. Weingarten, H. (May 12, 2015) *Our Most Important Resource: Why Canada Needs to Invest in Human Capital*. C. D. Howe Institute, Toronto, ON.
8. Wiggers, R. (May 13, 2015) *The Future of Post-Secondary Education (PSE) in Ontario and Beyond*, Ontario Colleges Liberal Arts and Science Council/Language & Communication Council, Niagara-on-the-Lake, ON.
9. Weingarten, H. (May 27, 2015) *Public Briefing: Ontario Funding Formula Review*. Ministry Training, Colleges and Universities, Toronto, ON.
10. Weingarten, H. (May 28, 2015) *W(hither) the Ontario University System*, Queen's University Board Retreat, Toronto, ON.
11. Charles, A. and Wiggers, R. (May 31, 2015) *Academic Freedom and Learning Outcomes World Café*, Canadian Society for the Study of Higher Education (CSSHE), Annual Meeting 2015, Ottawa, ON.
12. Deller, F. (May 31, 2015) *The New Skills Agenda: Perspectives from Policymakers, Employers, and the PSE Sector*. Canadian Economics Association Annual Conference, Toronto, ON.
13. Wiggers, R. (June 1, 2015) *Federal Funded Research: The Record of Canada's Colleges*, President's Choice: Social Innovation Research and Canada's Colleges and Polytechnics, Canadian Society for the Study of Higher Education (CSSHE), Annual Meeting 2015, Ottawa, ON.
14. Hicks, M. (June 23, 2015) *Funding Formula review history lesson*. Council on University Planning and Analysis (CUPA), 2015 Annual Meeting, Kingston, ON.

15. Wiggers, R. (June 23, 2015) *Survey of Part-Time Instructors*, Council on University Planning and Analysis (CUPA), 2015 Annual Meeting, Kingston, ON.

16. Wiggers, R. (July 9, 2015) *HEQCO: Who We Are and What We Do*. Presentation to University of Toronto Extern Placements, HEQCO Boardroom, Toronto, ON.

17. Hicks, M. (July 10, 2015) *In-country review*. UK Leadership Foundation for Higher Education, Toronto, ON.

18. Wiggers, R. (August 13, 2015) *Participant on Opening Keynote Panel*, McMaster Symposium on Education & Cognition, McMaster University, Hamilton, ON.

19. Wiggers, R. (August 14, 2015) *Participant on Closing Keynote Panel*, McMaster Symposium on Education & Cognition, McMaster University, Hamilton, ON.

20. Wiggers, R. (August 20, 2015) *Post-Secondary Recruitment and Research Findings*, Provincial Liaison Workshop 2015, University of Ontario Institute of Technology (UOIT), Oshawa, ON.

21. Wiggers, R. (September 22, 2015) *Challenging Some Myths About Higher Education*, Foundations for Academic Learning and Success, University of Ontario Institute of Technology (UOIT), Oshawa, ON.

22. Wiggers, R. (September 23, 2015) *Challenging Some Myths About Higher Education*, Foundations for Academic Learning and Success, University of Ontario Institute of Technology (UOIT), Oshawa, ON.

23. Wiggers, R. (September 28, 2015) *The Research Process at HEQCO*, Policy Research Projects – Opening Symposium, HEQCO Boardroom, Toronto, ON.

24. Refling, E. (September 29, 2015) *HEQCO-EPRI Skills for Success: Project Development Framework*. HEQCO-EPRI Skills Project Workshop, Ottawa, ON.

25. Wiggers, R. (September 30, 2015) *Research Activity: The Record of Canada's Colleges*, HEQCO/MTCU/OISE Policy Research Symposium – Research in Colleges: Challenges & Opportunities, OISE/University of Toronto, Toronto, ON.

26. Wiggers, R. (October 2, 2015) *Recurring Issues in Postsecondary Education*, LHA 1803: Recurring Issues in Postsecondary Education, OISE/University of Toronto, Toronto, ON.

27. Weingarten, H. (October 11, 2015) *Funding of Higher Education: key issues*. National Association of State Budget Officers and University of Ottawa, Ottawa, ON.

28. Hicks, M. (October 16, 2015) *Financing Higher Education*. National Association of State Budget Officers (NASBO), Ottawa, ON.

29. Weingarten, H. (October 19, 2015) *Challenges and Opportunities in Ontario Postsecondary Education*. Georgian College Board of Governors Retreat, Innisfil, ON.

30. Wiggers, R. (October 20, 2015) *Pathways to Success: Some Important Messages About Life After High School*, Postsecondary Information Session, Don Mills Collegiate Institute, Toronto, ON.

31. Wiggers, R. (October 27, 2015) *Experiential Learning in Postsecondary Education in Ontario*, Field Education Summit, George Brown College, Toronto, ON.

32. Hudak, L. (October 29, 2015) *Roundtable Discussion: Mental Health in Higher Education: Are we a microcosm of broader society or do we have specific challenges and unique opportunities?*. Minding our Minds Conference, Victoria College, University of Toronto, Toronto, ON.

33. Arnold, H. (October 30, 2015) *New Insights on International Trends*. InterAct Summit 2015, Mohawk College, Hamilton, ON.

34. Bloch-Nevitte, S. (November 2, 2015) *Knowledge Mobilization, the HEQCO Experience*. Ontario Ministry of Training, Colleges and Universities, Ministry of Education, Toronto, ON.

35. Wiggers, R. (November 3, 2015) *Research Activity in Ontario Colleges*, Heads of Applied Research, Colleges Ontario, Toronto, ON.

36. Wiggers, R. (November 4, 2015) *HEQCO Research on Part-Time Faculty*, Ontario Council of Academic Vice Presidents Data Exchange (OCAV DE), Council of Ontario Universities, Toronto, ON.

37. Deller, F. (November 6, 2015) *EPRI/HEQCO/Mohawk Panel on the New Skills Agenda*. Mohawk College of Applied Arts & Technology, Hamilton, ON.

38. Deller, F. (November 9, 2015) *People for Education Making Connections Conference*, Toronto, ON.

39. Wiggers, R. (November 9, 2015) *What are the REAL Job Prospects for Ontario Postsecondary Graduates?*, Ontario School Counsellors' Association (OSCA), 2015 Fall Conference, Toronto, ON.

40. Wiggers, R. (November 9, 2015) *Experiential Learning in Postsecondary Education in Ontario*, Ontario School Counsellors' Association (OSCA), 2015 Fall Conference, Toronto, ON.

41. Wiggers, R. (November 10, 2015) *HEQCO: Who We Are and What We Do*. Presentation to University of Toronto Extern Placements, HEQCO Boardroom, Toronto, ON.

42. Wiggers, R. (November 10, 2015) *Labour Market Outcomes for PSE*, LHA 1803: Recurring Issues in Postsecondary Education, OISE/University of Toronto, Toronto, ON.

43. Wiggers, R. (November 12, 2015) *Post-Secondary Pathways: Where do Ontario high school graduates go?*, Ontario Colleges' Committee of Registrars, Admissions and Liaison Officers (CRALO), Annual General Meeting, Huntsville, ON.

44. Hudak, L. and Wiggers, R. (November 15, 2015) *Workshop on HEQCO Research*, Colleges Ontario Higher Education Summit, Toronto, ON.

45. Wiggers, R. (November 24, 2015) *What are the REAL Job Prospects for Ontario Postsecondary Graduates?*, Guidance Counsellor Luncheon, St. Jerome's University, London, ON.

46. Wiggers, R. (December 7, 2015) *HEQCO: Who We Are and What We Do*, Presentation to the Research Analyst Post-Graduate Program (RAPP) of Humber College, HEQCO Boardroom, Toronto, ON.

47. Deller, F. (December 8, 2015) *Canadian Council for Career Educators and Employers Ontario Regional Conference*, Toronto, ON.

48. Wiggers, R. (December 11, 2015) *Update on HEQCO Research Related to Graduate Students*, Ontario Council on Graduate Studies (OCGS), Council of Ontario Universities, Toronto, ON.

49. Hicks, M. (January 14, 2016) *Student Differentiation*. CUPA-MTCU-HEQCO Day, Toronto, ON.

50. Refling, E. (January 14, 2016) *The Postsecondary and Workplace Skills Project Overview*. CUPA-MTCU-HEQCO Day, Toronto, ON.

51. Weingarten, H. (February 2016) *Highly skilled workforce: Aligning postsecondary education and labour markets*. Presentation to the premier's Highly Skilled Workforce Expert Panel, Toronto, ON.

52. Brumwell, S. & MacFarlane, A. (February 5, 2016) *A Snapshot of HEQCO's Latest Learning Outcomes Research*. Ontario Credit Articulation & Transfer, Toronto, ON.

53. Wiggers, R., Clark, B. and Hamilton-Smith, E. (February 10, 2016) *Partnerships in Student Pathways*, Ontario Education Research Symposium (OERS), Ministry of Education, Toronto, ON.

54. Hicks, M. (February 11, 2016) *Still Worth It*. Ontario Universities Registrars' Association, Toronto, ON.

55. Hicks, M. (February 16, 2016) *Gatekeepers*. University of Toronto Registrars' Professional Development Day, Toronto, ON.

56. Wiggers, R. (February 18, 2016) *HEQCO: Who We Are and What We Do*, University of Toronto Extern Placements, HEQCO Boardroom, Toronto, ON.

57. Matthews, A. (February 22, 2016) *Presentation Tips and Tricks*. Presentation to the Policy Research Projects Meeting, Park Hyatt, Toronto, ON.

58. MacFarlane, A. (March 10, 2016) *The Landscape of Learning Outcomes Assessment in Canada*. Presentation to the Ministry of Training, Colleges and Universities, Toronto, ON.

59. Hicks, M. (March 24, 2016) *Putting the Liberal Arts to Work*. HEQCO Transitions Conference, Toronto, ON.

Within Canada: HEQCO staff gave 12 presentations within Canada in 2015/16.

1. Weingarten, H. (June 11, 2015) *Postsecondary education in Canada: Issues for Provincial Governments*. Government of Saskatchewan, Regina, SK.
2. Weingarten, H. (June 11, 2015) *University Administration: The Joy, Challenge and Misery*. University of Regina, Regina, SK.
3. Hudak, L. (June 15, 2015) *Evaluating the Effectiveness of Access Interventions: A Look into HEQCO's Access and Retention Consortium*. CASFAA Conference, Québec, QC.
4. Weingarten, H. (August 21, 2015) *Challenges to Public Higher Education: The UNB Context*. University of New Brunswick, St. John, NB.
5. Cortens, E. and Wiggers, R. (October 26, 2015) *A Study of Contract/Non-Full-Time Faculty at Ontario Colleges and Universities*, Canadian Institutional Research and Planning Association (CIRPA), 2015 Annual Meeting, Halifax, NS.
6. Wiggers, R. (October 26, 2015) *Tri-Council Funding and Canadian Colleges and Universities*, Canadian Institutional Research and Planning Association (CIRPA), 2015 Annual Meeting, Halifax, NS.
7. Wiggers, R. (November 2, 2015) *Preparing PhD Candidates for Non-Academic Careers*, Canadian Association of Graduate Studies (CAGS), 53rd Annual Conference, Calgary, AB.
8. Weingarten, H. (November 4, 2015) *3rd Skills and Post Secondary Education Summit*, Conference Board of Canada, Edmonton, AB.
9. Wiggers, R. (November 7, 2015) *HEQCO Research on Doctoral Graduates*, Initial Meeting of Steering Committee for TRaCE Research Project, Institute for the Public Life of Arts and Ideas, McGill University, Montreal, QB.
10. Weingarten, H. (December 7, 2015) *Deans' Retreat*, University of Regina, SK
11. Weingarten, H. (December 8, 2015) *University of Regina Board of Directors Retreat*, Regina, SK
12. Weingarten, H. (March 17, 2016) *Whither liberal arts education?* Public lecture at the University of Regina, Regina, SK.

International: HEQCO staff gave several international presentations in 2015/16.

1. Deller, F. (May 5, 2015) *Learning Outcomes Assessment: Measurement Matters*. East African Quality Assurance Conference, Nairobi, KE.
2. Deller, F. (May 11, 2015) *Student Evaluations of Teaching (SET): Are Learners Engaged?* Aga Khan University Network of Teaching and Learning, Nairobi, KE.
3. Deller, F. (May 11, 2015) *Are Your Students Learning? How Do You Know?* Aga Khan University Provost's Series on Student Learning Outcomes, Nairobi, KE.
4. Weingarten, H. (March 8-9, 2016) *Building world class systems of higher education: Benchmarking international experience and challenges*. Roundtable workshop. Higher Education Authority of Ireland, Dublin, Ireland.

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